

ENG 440.02: Lit/Geog: Southern American Lit, #TSUSouthLit



#TSUSouthLit Spring 2018

When: Tuesday & Thursday, 9:00- 10:20 am, Baldwin Hall 241

Instructor: Dr. Summer Pennell, Assistant Professor of English Education.

You can call me Summer or Dr. Pennell (no Miss, Mrs., or Ms. please).

Contact: email, spennell@truman.edu; Twitter, @summerpennell; Website, <http://spennell.sites.truman.edu/>

Office hours: Wednesday 1:00- 5:00 & by appointment.

I have completed Safe Zone (for LGBTQ+ issues) and RESPOND (mental health) trainings.

Course Description:

This course examines the role geographical, national, local, or ethnic origins play in the composition and reception of various texts. Some topics address distinctively national writers and texts while others focus on comparative studies across geographic boundaries. May be repeated under different topics for up to eight credits. Registration Restriction: Sophomore standing or above. **4 credit hours.**

For this section: Students in this course will explore literature and other texts that showcase the diversity of the American South. Meaning, we're not going to read "classic" Southern literature. If that is what you were hoping for, look closely at the syllabus to ensure this course matches your interests. We will, however, read a variety of texts (contemporary novels, YA, graphic memoir, zines, historical fiction, and genre-benders) to critically engage with our conceptions of the South. How is this region characterized? What pulls it together? How can we interrogate Southern stereotypes and norms?

4 credit courses: The department expects 12 hours (including class time) of work per week for a 4-credit course. This time will be spent reading, writing response papers, meeting with group members, and working on your individual research. You will also need to spend time researching cultural references in our texts.

Course Attributes:

Aesthetic: Literature Mode, Geography Axis, Honors Scholar, Intercultural, Liberal Arts & Sciences Hours

Course Goals: Through this course, I hope that you will:

- Critically engage with diverse literature from the American South
- Question assumptions and stereotypes about the South
- Write papers that engage scholarship on Southern literature and culture
- Complete individual research
- Communicate effectively with your classmates and a global Twitter audience

Required Course Materials:

Required texts (hard copy or digital):

- *Bitter in the Mouth*, Monique Truong
- *Fried Green Tomatoes at the Whistle Stop Café*, Fannie Flagg
- *Kindred*, Octavia Butler
- *Georgia Peaches & Other Forbidden Fruit*, Jaye Robin Brown
- *March: Book 3*, John Lewis
- Other texts are available on Blackboard or the library website as indicated in the schedule. To access library materials off campus, use a VPN

Twitter requirements for #TSUSouthLit:

- Public twitter account to tweet your classmates, me, and the authors we read
- You must follow these accounts: your classmates (we'll post these on Blackboard) @summerpennell (yours truly), and these twitter-using authors we're reading: @JayeRobinBrown, @repjohnlewis, @Monique_Truong, @BitterSouth, @QueerAppalachia

CW: The texts we'll be reading this semester frequently include mature language and themes, as well as representations of violence and sex. If at any point you have concerns about your ability to engage with a text for one of these reasons, please come to discuss the situation with me.

Blackboard: All assignments, the syllabus, the required readings that you can't find using the library's website, announcements, grades, and other important course information will be posted on Blackboard. You should make sure you are familiar with this course's page, and should check it regularly. You will use Blackboard to turn in your assignments. There is a Q&A thread on the Discussion board so that you can ask questions that will affect the group, and that your classmates can answer as well. Using this and Twitter to get answers from your classmates (making sure you've also checked the syllabus and other locations on Blackboard for the answers) will likely be faster than emailing me.

Attendance Policy: The success of this class depends on your participation and attendance. Everyone is allowed two "free" absences; any more will affect your grade. Two late arrivals or leaving early also count as an absence. You do not need to bring any doctor's notes for these. You do, however, still need to abide by assignment deadlines. If you have an emergency where this is not possible, talk to me. If you do have an illness or other emergency that requires you to miss more than two classes, please meet with me and provide a doctor's note or other appropriate documentation so we can come up with a plan for you to make up missed work. Otherwise, your grade is lowered by 2% for each missed class. When you miss class it is your responsibility to get notes from your classmates and to keep up with assignments as posted in the syllabus. Do not email asking if you missed "anything important."

Participation, Communication, and Classroom Environment: This is a discussion-based class. As such, everyone is expected to participate. To be fully prepared, you should complete assigned readings before class and come with questions and comments. I trust you to be prepared, but if discussions lag I reserve the right to require daily reading journals. I expect everyone to actively participate by listening carefully and respectfully, offering comments and questions, and working collegially with each other. We will also participate via Twitter, using our class hashtag: #TSUYA.

Keep in mind that one key element of becoming an effective writer is to consider your audience and their needs. Try to be clear about what you are saying to or what you need to know from those around you. Be thoughtful about your tone, especially when you are expressing disagreement with someone else (which you are of course always welcome to do). Remember that you also communicate through nonverbal cues; your body language and attention—or lack thereof—convey meaning to those around you as well.

When contacting a classmate or me via email, please follow basic etiquette guidelines that make online communication more efficient: Use a clear (but concise) subject line that conveys some sense of the email's contents. Use the proper name or title for your addressee; err on the side of being overly formal if you're not sure what name or title they prefer. Make sure that your audience has all the information they need in order to offer you a helpful response. This includes things like your name, the name of the class, and the assignment in question. Remember that we all (especially your professors) get a lot of email every day. If your message is not clear, you won't get the best response. If your message is not urgent, I may not answer it immediately.

In interactions with classmates, online or in person, you will not use hate speech—in other words, any terms or phrases that are threatening, insulting, or degrading to a person or group based on characteristics such as race, gender, or sexual identity. If you are unsure what constitutes hate speech, I encourage you to research the topic. This is one place to start:
<http://www.bsu.edu/learningfromhate/hatespeech.htm>.

Collaboration: You will work in small groups frequently in this class as well as part of assignments. You will also work with students from my two other classes, as everyone is reading *Georgia Peaches & Other Forbidden Fruit* (more details on expected collaboration are on the assignment instructions on Blackboard). I expect everyone will be committed to being an effective and productive group member for the entirety of the project(s). This means that you should be available for group meetings, communicate with your partners, and contribute your fair share of the work in a timely manner. If something unexpected prevents you from being able to do your part, please contact your group members and me as soon as possible so we can make appropriate accommodations.

Technology: Laptops may be used for note-taking, posting to Twitter, and during activities as needed, but I ask you to be respectful of the class and not check your email or non-class related social media during class. Cell phones may be kept on silent and used **ONLY** to participate on Twitter. Please be respectful and refrain from texting, looking at other social media sites, or doing other non-class-related activities on your cell phone during class.

Grading Policy:

- Low-stakes writing assignments (response papers) will be graded more for content than formal conventions.
- Formal written assignments & group projects will be graded using specific guidelines for each project, which will be posted to Blackboard well in advance of the due date. I STRONGLY suggest you consult these before, and while, completing your assignment.
- Tweets will be evaluated holistically at the end of the semester using a rubric posted on Blackboard.

Grading Scale: Grades will be posted on Blackboard (For final grades, if you have an X9.5 or higher I will round up)

- A = 90-100
- B = 80-89
- C = 70- 70
- D = 60- 69
- F = 59 and below

Late Work/ Deadlines:

- Unless otherwise specified, assignments are due on the date listed on the calendar below at the START of class. Anything posted after the start time is late.
- Everyone has a two-day “time bank.” Except for group projects/presentations and the final project, you can have an extra 2 days to turn in work over the entire course of the semester. You can use 1 extra day for two separate assignments, or use 2 days for one assignment. You do not need to notify me in advance that you are using your banked days.
- If you have used your time bank, late work is not accepted (will receive a 0%) except in the case of documented emergencies, at my discretion.
- If something happens during the semester that affects your ability to complete assignments, make an appointment to discuss it and we can make appropriate arrangements, at my discretion. Do not wait until right before the due date/ after the assignment is due/ the end of the semester.

Academic Integrity:

- All students are expected to follow the Student Code of Conduct (<http://www.truman.edu/conduct/>) which includes avoiding plagiarism.
- The student handbook defines plagiarism as: “Intentional representation of the words or ideas of another as one’s own in any academic exercise. The term “plagiarism” includes, but is not limited to, (a) the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement; (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet; and/or (c) the unacknowledged use of original work/material that has been produced.”
- See the conduct code for more information: <http://www.truman.edu/wp-content/uploads/2014/02/CHAPTER-8-REVISED-August-1-2015.pdf>.

- All **written assignments** should use either MLA standards. However, if you're not an English major you may use the citation style of your home discipline. Always, always cite sources even if you're just using a sentence, or an idea. Each time you quote a novel from class in a paper, you should include a parenthetical citation. Purdue OWL is a great source for all things writing and citation.

Writing Center

I encourage you to use the university's Writing Center for your writing projects. However, remember that it is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also help with brainstorming if you're having a hard time beginning. They have an online scheduler, so making an appointment is easy. Go here: <http://writingcenter.truman.edu>.

ADA Accommodations and Student Health:

- The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Services office (x. 4478) as soon as possible.
- More and more college students are experiencing symptoms of severe depression. If you are struggling emotionally, please let me know. I urge you to set up an appointment at the Counseling Center, 660-785-4014, or ucs@truman.edu. The after-hours crisis hotline is 660-665-5621; ask the public safety representative who answers to connect you with a Truman counselor.

Title IX and Student Sexual Misconduct

Truman State University and its faculty are committed to supporting our students and fostering an environment that is free from bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member is a "mandated reporter" and must notify Truman State University's Title IX Coordinator, Jamie Ball (McClain Hall, 101, jball@truman.edu, 785-4354) and share the basic fact of your experience with her.

The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with resources both on and off campus. If you would prefer to have a confidential conversation about an experience, the counselors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-4014. For after-hours crisis counseling, call 660-665-5621.

For more information regarding Truman's policies and procedures relating to any form of gender discrimination, please see <http://eoaa.truman.edu/university-nondiscrimination-policy/> and <http://eoaa.truman.edu/complaint-reporting-resolutionprocedure/>.

FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result course grades, assignments, advising records, etc. cannot be released to third parties (including your parents,

even if they're paying your tuition) without your permission. If you want them to see your grades, you need to visit the Registrar's office and sign a form- only official written permission counts as permission.

There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

Emergency Procedures

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF on the Blackboard course for this class or at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf> . Students should be aware of the classroom environment and note the exits for the room and building.

For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings: <http://police.truman.edu/emergency-procedures/academic-buildings/>

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Emergency Text Messaging" or "Update Emergency Text Messaging Information" link.

During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

Congratulations, you've read the bulk of the syllabus! To celebrate, email me a picture of a favorite southern food (mine is biscuits and gravy, hands down).

Major Assignments: This is an overview- detailed descriptions are on Blackboard

Assignment	Brief Description	Percentage of Final Grade	Due Date(s)
Tweets	<ul style="list-style-type: none"> • Tweet at least twice a week using our class hashtag #TSUYA. [see handout on tweeting/questioning posted under “Content” on Blackboard]. These tweets can be in response to a classmate’s tweet, or an original thought, and can be posted in class. • Tweet a question to an author (by including their handle in your tweet) at least 3 times over the semester. • Make sure you use our hashtag as that is how I will find your tweets for class and assign you a grade. 	10	Ongoing, starting week 2
Group discussion leading	With a group, you will lead discussion for one class period (plan for 45-60 minutes) on one of our novels using theory. Be creative- a lecture/presentation is not a discussion! Sign-ups occur Week 2.	15	Varies
Response Papers	There will be 3 low-stakes assignments on books of your choosing. There are 3 broad options, and you must do each option once. Papers are due on the last day of class discussion for the novels you choose.	15	Varies
Southern Culture Research Paper	Research an aspect of Southern culture and/or history of your choice, as it is related to literature from the region.	20	Friday, 3/2, midnight
<i>Georgia Peaches</i> Cross-class project ¹	You will analyze an aspect of <i>Georgia Peaches</i> with students from 2 other courses & create a video or other multimedia presentation.	15	3/29, midnight
Final paper & presentation	<ul style="list-style-type: none"> • Your final project must incorporate Southern literature not studied in class and apply your knowledge/research on Southern culture • YOUR TOPIC MUST BE APPROVED BY ME. Turn in 1 page proposal by 4/5 	25	Final exam period- Thursday 5/10/18, 8:30- 9:20

¹ If you are in two classes with me this semester, you must do two projects. The second project will be 3-5 a paper, rather than another group project, and must be distinct from your group work.

Course Calendar (subject to change) **Assignments are due the date listed on calendar, at the start of class, unless otherwise specified.**

Week	Date	Topics/ Genres/ Locations	Readings Due	Assignments Due
1	T 1/16	Course Introductions		
1	R 1/18	Southern literature, southern culture	<ul style="list-style-type: none"> McWhirter, David. "Introduction: Rethinking Southern Literary Studies." <i>South Central Review</i>, vol. 22, no. 1, 2005, pp. 1–3. JSTOR, JSTOR, www.jstor.org/stable/40039839 Jay, G. "Queer Children and Representative Men: Harper Lee, Racial Liberalism, and the Dilemma of <i>To Kill a Mockingbird</i>." <i>American Literary History</i>, vol. 27 no. 3, 2015, pp. 487-522. Project MUSE, muse.jhu.edu/article/590713. Access both from library's website 	<ul style="list-style-type: none"> Create a public twitter account Post account name, your name, picture, and pronouns on the Discussion board thread on Blackboard by midnight
2	T 1/23	Contemporary novel North Carolina	<i>Bitter in the Mouth</i> , Ch. 1-6	<ul style="list-style-type: none"> Start tweeting Sign up for discussion leading by midnight
2	R 1/25	Intersectionality	<i>Bitter in the Mouth</i> , Ch. 7-13	
3	T 1/30		<i>Bitter in the Mouth</i> , Ch. 14- 18	Group 1 Discussion Leading
3	R 2/1		<ul style="list-style-type: none"> <i>Bitter in the Mouth</i>, Ch. 19- end <i>Greetings from out here: Southern lesbians and gays bear witness to the public secret</i> blackboard 	
4	T 2/6	Research Southern Culture & Southern Literature	Research Day- Meet in the Library Read the assignment instructions before we meet so you're ready to jump in	Bring a list/brainstorming of your ideas for the research paper.
4	R 2/8		Research Day- Meet in the Library	By Sunday, 2/11 post your finalized research topic

Week	Date	Topics/ Genres/ Locations	Readings Due	Assignments Due
5	T 2/13	Graphic Novels Civil Rights Movement	<ul style="list-style-type: none"> How to Read Graphic Novels http://theedge.com.hk/how-to-read-a-graphic-novel-or-comic-strip/ From library's website: access e-book <i>Historical dictionary of the civil rights movement</i>. Read entries on: 1) Birmingham, Alabama, Movement, p. 34- 36, 2) John Lewis p. 222-223, 3) Selma to Montgomery March, p. 328- 331 	
5	R 2/15	Graphic Novel/ Memoir Alabama, other states	<i>March 3</i> , p. 1-64	
6	T 2/20		<i>March 3</i> , p. 65- 144	Group 2 Discussion Leading
6	R 2/22	Critical Race Theory (CRT)	<ul style="list-style-type: none"> <i>March 3</i>, p. 145- end Critical Race Theory p. 150- 152 in <i>The Encyclopedia of Identity</i> by Jackson Ronald, e-book available from library 	
7	T 2/27	Film	Displaced in the New South (1996) http://folkstreams.net/film-detail.php?id=227	
7	R 3/1	Zines, Short Stories Appalachian region	<ul style="list-style-type: none"> Excerpts from <i>Electric Dirt: A Celebration of Queer Voices and Identities from Appalachia and the South</i> blackboard Ghosts in the Hollow, by Amy Hyatt Fonseca, http://bittersoutherner.com/folklore-project/ghosts-in-the-holler Queer Appalachia Instagram account @queerappalachia (group 3 should use in class) 	Group 3 Discussion Leading Southern Culture Research Paper due Friday 3/2, midnight
8	T 3/6	Young Adult/ Contemporary Georgia	<ul style="list-style-type: none"> <i>Georgia Peaches & Other Forbidden Fruit</i>, Ch. 1- 8 Excerpt from <i>Out in the Country</i> blackboard 	
8	R 3/8		<i>Georgia Peaches & Other Forbidden Fruit</i> , Ch. 9- 17	

Week	Date	Topics/ Activities/ Genres	Readings Due	Assignments Due
9	SPRING BREAK 3/12-3/16			
10	T 3/20	Videoconference with Jaye Robin Brown	<i>Georgia Peaches & Other Forbidden Fruit</i> , Ch. 18-24	Bring questions for Brown
10	R 3/22		Class does not meet- use this time to work on your group project for Peaches	
11	T 3/27		<i>Georgia Peaches & Other Forbidden Fruit</i> , Ch. 25-32	
11	R 3/29		<i>Georgia Peaches & Other Forbidden Fruit</i> , Ch 33- end	Group <i>Peaches</i> project due midnight
12	T 4/3	Historical fiction/ contemporary Alabama	<i>Fried Green Tomatoes</i> , 1-104 (stop after Feb. 23, 1986)	
12	R 4/5		<i>Fried Green Tomatoes</i> , 105-198 (stop after Dec. 15, 1930)	Final project proposal
13	T 4/10		<i>Fried Green Tomatoes</i> , 199-284 (stop after May 24, 19490)	Group 4 Discussion Leading
13	R 4/12		<i>Fried Green Tomatoes</i> , 285- end	
14	T 4/17	Film Will watch clips from <i>Fried Green Tomatoes</i> in class	Berglund, Jeff. "'The Secret's in the Sauce': Dismembering Normativity in <i>Fried Green Tomatoes</i> ." <i>Camera Obscura</i> 14.3 42 (1999): 124- 159. (access from library's website)	
14	R 4/19	Sci-fi/ Historical Fiction Maryland	<i>Kindred</i> , p. 1-51, Prologue- The Fire	
15	T 4/24		<i>Kindred</i> , p. 52- 107, The Fall.	
15	R 4/26		<i>Kindred</i> , p. 108- 188, The Fight.	Group 5 Discussion Leading

Week	Date	Topics/ Activities/ Genres	Readings Due	Assignments Due
16	T 5/1		<ul style="list-style-type: none"> • <i>Kindred</i>, p. 189-end. The Storm- Epilogue. • Bast, Florian. "'no.': The Narrative Theorizing of Embodied Agency in Octavia Butler's <i>Kindred</i>." <i>Extrapolation</i>, vol. 53, no. 2, 2012, pp. 151-181. (access from library website) 	
16	R 5/3	Course evaluations Course wrap-up	Conceptualizing the South	
FINAL	5/10	8:30-9:30 am	Individual Conferences	Final paper